

Organize Progress: Enable students to read nonfiction independently.

Develops competence for CCSSR1—Read Closely, then respond with evidence—emphasis on inference; CCSSR2—analyze text to clarify ideas; CCSSR5—use text structure and features to identify ideas and information, analyze author’s choices.

Once emphasized, the strategy continues in active use as a learning “habit”.

| Strategy | Got it! | Getting It! |
|---------------------------------------------------------------------------------------------------------|---------|-------------|
| 1. Establish a purpose for reading | | |
| 2. Preview a passage | | |
| 3. Adjust reading rate to level of text difficulty | | |
| 4. Skim a text to identify major visual patterns | | |
| 5. Ask yourself questions as you read | | |
| 6. Use structure of text to locate information | | |
| 7. Scan a text to locate information quickly | | |
| 8. Re-read to clarify | | |
| 9. Determine the meaning of graphics and their relationship to the contents of the text | | |
| 10. Locate and classify information related to a topic or question | | |
| 11. Develop a mental image of the meaning—may include drawing and graphic organizer | | |
| 12. Make a time-line/sequence events, evaluate importance of events and causes-effects | | |
| 13. Use cause-effect diagram to identify and analyze relations | | |
| 14. Identify important ideas—cite evidence to support your choice | | |
| 15. Outline central idea and supporting ideas | | |
| 16. Make a Venn diagram to compare/contrast, then summarize | | |
| 17. Identify kinds of questions and appropriate responses | | |
| 18. Take Notes, then review to identify important ideas and information | | |
| 19. Draw and support conclusions with evidence | | |
| 20. Synthesize in a variety of formats | | |
| 21. Evaluate strength of support for an idea or position | | |
| 22. Contrast two texts on the same topic to determine differences between writers’ emphasis and styles. | | |